

Glendale Unified School District

High School

June 18, 2019

Department: English Language Development

Course Title: ELD 12 Bridging

Course Code: 1509D12/15010D12

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 12

Recommended

Textbook: *SpringBoard English Language Development Senior English*

Course Overview: ELD 12 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 12 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 12 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Perception Is Everything: Writing a Reflective Essay

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will be introduced to the idea that our perception is affected by what we know and believe. They will read three literary pieces that show how cultural perspectives affect the way people see themselves and others.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on vocabulary and language necessary for understanding a literary vignette, “Four Skinny Trees” by Sandra Cisneros. Students will closely read the vignette looking for examples of personification and words the author uses to describe herself and how she feels about trees. Students engage in academic conversations around the close reading focus. To learn How English Work, students will focus on using nouns, noun phrases, and connecting words. Students will read an informational text, “The Fire-Seekers” by Lori Nelson, to extend their knowledge while applying academic reading, writing, and discussion skills to a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on vocabulary and language necessary for understanding the poem, “Speaking with Hands” by Luis Rodriguez. Students closely read the poem to understand and explain cause and effect relationships and evaluate how the writer uses language to create different effects. Students learn about using verbs in different tenses and using adverbials to add detail. Then they will read an informational text—an interview with Congresswoman Linda Sánchez, who serves a district close to the setting of the poem students read earlier in the part.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding a novel excerpt from *The Joy Luck Club* by Amy Tan. Students closely read the novel excerpt and engage in academic conversations to understand ideas and themes and evaluate how a writer’s language creates different effects. Students explore narrative text structure in their writing, adding a focus on transition words.

- B. In the Embedded Assessment, students will write a reflective essay about a time they felt that it was a struggle to blend in or felt like an outsider. The essay should include:

- focus on an actual event from the student’s life
- use of first-person point of view
- Student’s response to the event at the time that it happened
- reflections on the event, including lessons learned
- noun and verb phrases to expand sentences

Unit 2: The Collective Perspective: Writing a Literary Analysis*(7 weeks)*

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will read texts to analyze the ways authors develop and convey ideas, plots, and characters. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing tasks throughout the unit. They focus on the vocabulary and language necessary for understanding a myth, “Orpheus Sings: Pygmalion and the Statue” by Ovid. They closely read the myth and engage in academic conversations to understand and explain cause and effect relationships and to analyze a writer’s language choices. Students learn *How English Works* by focusing on using participles to describe and present ideas. They extend their learning to an informational text, “Venus” by George Bernard Shaw, about the planet Venus, giving them an opportunity to use their reading and discussion skills with a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the play, *Pygmalion* by George Bernard Shaw. Students closely read an excerpt from the play using a variety of strategies to evaluate the text structure and to compare and contrast texts about a similar topic. Students learn about using pronouns and creating compound and complex sentences in their writing. They will read and discuss an informational text, “Say What?” by Margaret Hill about how an adolescent’s speech is affected by social connections at school.

In part three of the unit, students build academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding the short story, “The Story of an Hour” by Kate Chopin. Students closely read the short story and engage in academic conversations to make inferences about a character and analyze the author’s use of figurative language. Students use a variety of transition words and complex sentences to link important ideas in their writing.

- B. In the Embedded Assessment, students will write a literary analysis of the character, Louise Mallard from “The Story of an Hour.” Students should consider whether the

author wants the readers to sympathize with the character. Students will analyze how the author uses language to affect the way readers react or relate to the character. The literary analysis should include:

- a summary of the main events that surround the character
- conclusions about how the author wants readers to view the character
- details from the text to support the analysis of the character

Course Content-Second Semester

Unit 3: Evolving Perspectives: Staging an Interpretation

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will continue to explore the role perspective plays in interpreting literature. They will read two excerpts from the play *The Tragedy of Othello, The Moor of Venice* by William Shakespeare, as well as a critical essay related to the play. They will stage an interpretation from a scene from *Othello* that reflects their understanding.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about Shakespeare throughout the unit. They focus on the vocabulary and language necessary for understanding *Othello*. Students closely read and engage in academic conversations about the text selection to make inferences about a character and analyze how a writer's language choices create different effects on the audience. To learn *How English Works*, students focus on using pronouns and understanding the text structure of a drama as they write a summary of what a character is thinking. Students will then read an informational text about the life of William Shakespeare to build background knowledge on the unit author and texts.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a piece of literary criticism, "The Moor in English Renaissance Drama" by Jack D'Amico. Students closely read the literary criticism excerpt and engage in academic conversations to understand and evaluate an argument and how a writer's language choices affect characterization. Students learn about combining clauses and condensing ideas to create compound and complex sentences as they write and present a summary. Students read an informational text, "Shakespeare's Fun with Words" by Diana Childress, about Shakespeare's love of creating new words and draw conclusions using text evidence.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on dramas for the unit. They focus on the

vocabulary and language necessary for understanding a Shakespearean scene from Othello. Students closely read the scene and engage in academic conversations to explain the motivations of characters and revisit how a writer's language choices can create different effects on the audience. Students use adverbs and adverb phrases to add detail to sentences, along with practicing using transition words and phrases.

- B. In the Embedded Assessment, students will work in groups to stage and present an interpretation of Act III, scene IV from Othello. Students will be drawing conclusions about the meaning of the text and determine how to incorporate elements of theater to express their interpretation. The staging of the interpretation should:
- have an original or modified script that includes stage directions
 - include a brief introduction to the scene providing background information for the audience, including when and where the scene takes place
 - clearly represent each group's interpretation of the text
 - follow the basic structure of the existing scene
 - be rehearsed and performed for the class

Unit 4: Creating Perspectives: Writing an Editorial

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will explore the ways writers use specific language - including bias - to appeal to their audiences. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "How the Media Twist the News" by Sheila Gribben Liaugminas. Students closely read the article and engage in academic conversations to understand an argument and to identify techniques used to persuade readers. Students learn How English Works, focusing on using linking verbs as they write an argument. Students extend their knowledge about the media by reading an informational text, "Muckraking...Alive and Well" by Brant Houston, on investigative journalism.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a speech, "President Outlines Hurricane Katrina Relief Efforts" by George W. Bush.. Students closely read the speech and engage in academic conversations to examine causes and effects and evaluate the use of rhetorical devices. Students identify and analyze text structure and use present progressive verbs in their writing. They read an informational text, Katrina's Lesson" by Tim Searchinger, to extend their knowledge on the unit topic, Hurricane Katrina.

In part three, students build academic and domain-specific vocabulary to round out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an editorial, “It’s Time for a Nation to Return a Favor” by The Times-Picayune. Students closely read the editorial using a variety of strategies and engage in academic conversations. Students revisit argument text structure as they focus on writing an analysis of an argument.

B. In the Embedded Assessment, students will write an editorial stating their opinion about a topic affecting the world. Students can write about an issue relating to Hurricane Katrina using the texts in this unit as sources, or they can select a different topic that interests them. The editorial should:

- give a short description about the issue and the events surrounding it
- clearly state a claim and a call to action
- utilize rhetorical devices to persuade others

Unit 5: **Multiple Perspectives: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

A. In this unit, students will apply their knowledge of perspective to three texts about immigration. The unit begins with the graphic novel *The Arrival* by Shaun Tan, which consists of only pictures. Without the benefit of the author’s words, students will interpret the perspectives expressed by this text by looking at visual cues. In the poem, “The New Colossus” by Emma Lazarus, students will consider the poet’s point of view and language choices. Finally, an essay from Shaun Tan, the author of *The Arrival* will give students greater insight into the novel and the importance of considering art from different perspectives.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel selection, *The Arrival*. Students closely view the graphic novel excerpt and engage in academic conversations to make and support inferences using evidence from images. Students learn *How English Works*, focusing on understanding text structure and using noun phrases as they write a narrative summary. Extending from the graphic novel’s focus on an immigrant’s experience, students read an informational text, “97 Orchard Street” by Laura Arias, about a New York City tenement building.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the poem, “The New Colossus.”

Students closely read the poem and engage in academic conversations to make inferences and analyze a writer's language choices, identifying nuances and connotations. Students analyze the poem's structure and use compound adjectives as they write an interpretation. They perform a close read of an informational text, "Our Most Famous Immigrant" by Nancy Whitelaw, about the Statue of Liberty and write an informational sign.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding Shaun Tan's essay on *The Arrival*. Students closely read the essay and engage in academic conversations to analyze an argument and evaluate the author's language choices. Students learn how to use prepositional phrases to create cohesion and add detail as they focus on writing, planning, and giving a presentation.

- B. In the Embedded Assessment, students will present an interpretation of the excerpt from *The Arrival*. Considering their understanding of the text and its themes, students will find specific details that support their thoughts. Students will conduct a presentation for their classmates in which they share their interpretation. The presentation should:
- Outline their understanding of the text's themes
 - Use details from the text to support their interpretations
 - Address their thoughts on the author's perspective and purpose

Additional Recommended Materials - Must be approved by Board of Education.